

New Jersey

Language Arts Literacy

Curriculum Framework



Chapter 8

Appendices



GLOSSARY

The glossary contains definitions for terms that need explanation in order to make the intention of the language arts literacy standards and related activities clear. Words that are not included here are those that are commonly used by people outside education (e.g., adaptation).

Definition of Terms

Aesthetic response	an expression that conveys appreciation of the beauty of the ideas and style of a communication.
Assessment	the process of describing the status of student learning, as through ongoing observation, interviews, portfolios, etc., to identify strengths and weaknesses in learning.
Audience	the receiver of a communication, including the one who created it.
Author's Chair	a chair in which students sit while they read their own writing aloud to other class members.
Book talk	a discussion of one or more books by a teacher, library media specialist, or student to introduce new titles and induce others to read them.
Brainstorming	a technique in which students individually or in groups generate as many ideas as possible to solve a problem or answer a question with no initial concern about the “rightness” or “wrongness” of the ideas.
Cognition	knowing; specifically, the process or result of perceiving, recognizing, conceiving, judging, and reasoning.
Collaborative feedback	the shared responses of others.
Communication	generally, the representation or sharing of information and ideas. The term is used broadly to encompass all mediums (oral, written, and visual) for expressing ideas both for self and others.
Composing	the process of constructing meaning and symbolically encoding it. Writers, speakers, and other communicators draw upon words, ideas, images, and other aspects of their experience to create and shape meaningful text.
Comprehension	the process of constructing meaning from a communication (oral, written, and visual), and the knowledge or understanding that results.
Context	the circumstances that surround a spoken, written, or visual message and form a framework for its interpretation. Both the sender and the receiver of a given message operate within a context, and these contexts may differ for each.

Context clues	textual information that helps identify a word or group of words. Sources of information include words, phrases, sentences, syntax, and illustrations.
Cooperative groups	any pattern of classroom organization that allows students to work together to achieve their individual goals.
Critical thinking	the process of thinking in order to evaluate and solve problems. The individual rearranges or transforms information, goes beyond the evidence provided, draws conclusions, and may derive new insights. When the task is to assess evidence to find a limited number or single reasonable answer, the process is called <i>convergent thinking</i> . When the task promotes elaborations that lead to new ideas or alternative interpretations of given information, the process is called <i>divergent thinking</i> .
Cuing system	sources that contribute to understanding. Individuals may use their knowledge of language, such as (1) sound-symbol relationships (graphophonics), (2) word meaning (semantics), and (3) sentence structure (syntax). Prior knowledge and context also serve as sources that contribute to understanding.
DEAR (Drop Everything and Read)	a procedure in which all members of the school community (from the custodian to the students to the principal) hear a signal, stop what they are doing, and begin to read books, magazines, or newspapers until they hear the signal to stop.
Directionality	knowledge of such print concepts as reading or writing from left to right and top to bottom.
Do Now	a class routine designed to focus student attention on relevant learning upon entering the room. Instructions for the activity may be posted on a transparency or the board.
Drafting	the act of putting words and images on paper (or on the computer). These ideas and images may or may not be part of a finished product.
Editing	an activity involving the reading of text to identify and correct errors in sentence construction, mechanics, usage, and spelling.
Educational technology	the media, technology, and products defined as tools for learning and working. These tools include computers, software, video disks, tapes, CD-ROMS, satellite downlinks, fiber optic and other carriers of voice, video, and data communication.
Evaluation	the act of examining or making a judgment at a particular moment in time based on a set of criteria that has a numerical and/or descriptive value. An evaluation may include an appraisal of growth, products, processes, or changes in these, using both formal (testing) and informal techniques.
Fishbowl	a demonstration tool used by teachers to model desired behaviors, such as participation in small-group writing conferences

	and literature circles. The teacher selects a model group to work with in front of the rest of the class so that the other students will observe and learn the appropriate behaviors.
Freewriting	writing that is unrestricted in form, style, content, and purpose. As a teaching technique, freewriting is designed to help the writer find a personal voice through uninhibited expression. If a topic is assigned, the procedure is called <i>focused freewriting</i> .
Genre	a category of texts, such as narratives, poems, or films, characterized by a particular style (distinctive characteristics), form (the structure or arrangement), or content (the subject matter, its qualities, and attributes).
Graphic organizers	visual or verbal representations designed to plan for writing text or to show the relationships among ideas or topics in a reading text. These include Venn diagrams, semantic maps/webs, comparison/contrast boxes, story maps, herringbone organizers, structured overviews, and inquiry charts.
Guided practice	a teaching strategy based on observed student needs that includes demonstration and explanation of the task, guided application, coaching, and feedback throughout the lesson. Often, guided practice is followed by independent practice and assessment through further observation.
Homepage	the first page of a world wide website that presents visual and verbal text prepared and loaded onto the site by the homepage developer. For example, New Jersey DOE has a home page featuring updates on department initiatives and documents (including this one).
Hypertext	in computer software, a sophisticated program that allows the user to move among or to relate text, graphics, and sound data in any desired pattern and in any desired order.
Inductive method	a teaching and learning method in which specific examples are first examined to identify a common characteristic and then used to develop a generalization or rule.
Inferential thinking	the process of identifying ideas that are suggested in a communication. At the inferential level, individuals conceptualize ideas and perceive unstated, but implied relationships between them.
Jigsaw	an approach through which small groups are given different research topics related to a single unit, e.g., Balboa, Magellan, and Vespucci for a unit on explorers. Individual members of the groups are assigned numbers with related tasks, e.g., all number 1s research the explorers' early lives, all number 2s research the explorers' source of financial support, and number 3s research the explorers' destinations. Group members share their information with their numerical counterparts in the other groups. They then return to their original group to report all that they have learned about all the explorers.

Journals/logs/notebooks	an ongoing record of learning activity kept by students to help them record learning experiences, reflect over these experiences, create new knowledge, and plan further learning. Students' records of their learning appear in varied forms, including learning logs, reading logs, reading and writing journals, response journals, double-entry notebooks, character logs, and reflective journals. These informal entries may later serve as a source of ideas for more finished literacy products.
Language Arts	the abilities that enable one to: think logically and creatively; express ideas; understand and participate meaningfully in spoken, written, and nonverbal communications; formulate and answer questions; and search for, organize, evaluate, and apply information. The language arts are integrative, interactive ways of thinking that develop through reading, writing, speaking, listening, and viewing and through practice of habits of inquiry.
Language Experience Approach	an approach to language learning in which students' oral compositions are transcribed and used as materials of instruction for speaking, listening, writing, reading, and viewing.
Literacy	the ability to think as well as know how to extend knowledge for thinking and communicating. Literacy is more than the development of a specific, predetermined set of skills (e.g., reading, writing, speaking, listening, viewing, etc.). It is also recognizing one's own purposes for thinking and communicating (through print or nonprint, verbal or nonverbal media) and being able to tap into one's own resources to achieve those purposes.
Literal thinking	the process of identifying ideas that are directly stated in a communication.
Literary criticism	the analysis of literary works according to one of several formal principles or theories of criticism reflecting philosophical, political, and cultural perspectives.
Literature circles	a procedure in which students meet to discuss books they are reading independently. The books are usually sets of books with the same title, sets of books written by the same author, or sets of books with a common theme.
Metacognition	awareness and monitoring of one's own thinking processes and strategies: knowledge of what one knows and how one knows it.
Mini-lesson	a focused lesson of no more than ten to fifteen minutes addressing a specific strategy, skill, technique, or operation needed by students to complete an ongoing literacy task.
Mode	the medium in which language and thinking occurs, such as speech, writing, and sign language.
Multimodal activities	learning activities designed to appeal to different senses and diverse learning styles.

Phonological awareness	awareness of the constituent sounds of words in learning to read and spell.
Portfolio	a collection of varied materials, which may include teacher observations and student reflections, that document a student's development, progress, and achievement.
Predictable text	texts with repeated patterns, refrains, pictures, and rhymes that enable beginning readers to share the reading experience through their anticipation of the repetition and to develop confidence in their ability as readers.
Prereading/Previewing strategies	activities engaged in prior to reading. The activities are designed to activate prior knowledge and develop positive attitudes toward the reading either through discussions of prior experiences relevant to the text or through such strategies as SQ3R, anticipation guides, prediction maps, and segments of a KWL chart.
Prewriting/Planning strategies	activities engaged in prior to drafting. The activities are designed to generate ideas, explore knowledge, and promote favorable attitudes toward drafting. These activities may include brainstorming, discussion, freewriting, drawing, webbing, and any of the other modes of language use.
Primary sources/texts	original materials, such as <i>The Declaration of Independence</i> , <i>The Autobiography of Benjamin Franklin</i> , or <i>My Brother Sam is Dead</i> .
Print concepts	recognition of the way print is arranged (from left to right, top to bottom; with space between words and paragraphs) and shaped (letters, words, whole texts)
Prior knowledge	knowing that stems from previous experience and activates relevant schemata for a new experience, including transactions with text.
Propaganda devices	use of visual and verbal techniques intended to persuade an audience to accept a particular point of view, either good or bad, depending upon the propagandist's intent. These techniques include manipulated visual images, connative and slanted language, half-truths, testimonials, guilt by association, and glittering generalities.
Purpose	the reasons for reading, writing, speaking, listening, and viewing; the goal(s) which the individual seeks to attain through a specific act of reading, etc. The goal(s) set for the task may be specified by self, others, or the text.
Question-Answer Relationship Strategy	a reading strategy to improve literal and inferential comprehension by categorizing questions as <i>text explicit</i> (the answer is stated in the text), <i>text implicit</i> (the answer can be inferred from the text), and <i>script implicit</i> (the reader derives the answer using prior knowledge).

Reader's Theater	an activity in which participants read and interpret literature aloud from adapted texts. After the children practice their presentation, they perform it, referring as necessary to their scripts. Reader's Theater does not require any special costumes, props, sets, lighting, or music.
Reading process	<p>the activities that readers engage in to construct meaning from text: prereading/previewing, reading, rereading, and responding. These activities may also be thought of as characterizing the reader's stance toward the text, which may be somewhere on the spectrum between efferent and aesthetic depending on the reader's purpose. Although the process is often discussed in terms of the stages of reading, the process does not have a pre-set order or fixed sequence of activities. Rather, readers shift back and forth along the spectrum as they read, for example, rereading to clarify or to enjoy a passage. Therefore, the reading process is a unique experience for each individual in each reading episode.</p> <p><i>Note that the efferent stance directs the reader to comprehend meaning precisely in order to take information away from the text. The aesthetic stance directs the reader's attention as much to the reader's internal images and associations as to the words on the printed page.</i></p>
Reading/writing	an oral verbalization; a technique or strategy in which the teacher pauses to think aloud or verbalize his or her strategies while reading a selection orally or composing a text, thus modeling the processes of comprehension or composition.
Recursive	referring to the writer's shifting perspective of the text. Throughout the writing process, beginning with the decision to create a written product, writers view their text from a number of perspectives: as planners, drafters, revisers, and editors. At any given time, they are shifting from one perspective to another, planning what they want to write, drafting the text, revising their plans or draft, and editing the language. The various acts of writing may be repeated without a prescribed sequence until a desired result is attained. It is the continual shifting of perspectives that is indicated by the term recursive.
Revising	the act of making changes in the text. Writers read the text, monitoring whether the written words accurately express their ideas and identifying whether they need to rewrite, reorganize, add to, or delete portions of the text. Writers may revise their writing several times until a desired standard is attained.
Rhetorical devices	verbal techniques and patterns used to create a certain effect. Rhetorical devices may be deliberate or accidental, facilitating or deliberately confusing or misleading (such as a logical fallacy).
Rubric	a set of scoring guidelines that includes criteria for assessing or evaluating performance. A rubric, which may be either holistic or analytical, generally contains a scale of possible points and

	<p>descriptors (the criteria) of each score point. A holistic rubric provides only a general description of performance at each score point. An analytical rubric presents multiple descriptors targeting different dimensions of performance at each score point. Rubrics frequently have an even number of score points (e.g., 4 or 6) to dissuade assessors from the tendency to choose or drift to the middle of the scale.</p>
Scaffolding	<p>providing support for initial student learning through instruction, modeling, questioning, feedback, etc. After successive engagements in the task, the scaffolding is gradually withdrawn, and the student assumes increasing responsibility for independent learning.</p>
Schema	<p>a system of cognitive structures stored in memory. These structures abstractly present prior knowledge concerning events, objects, operations, processes, and relationships in the world, including knowledge about literacy. (The plural form of the term is sometimes represented as schemata.)</p>
Schools of literary criticism	<p>frameworks for analyzing and judging works of literature. These frameworks, which range from the personal and subjective to the relatively objective, include reader response, feminist, sociological, psychological, Marxist, archetypal, historical, structuralist, and formalist critical viewpoints.</p>
Search engine	<p>a computer path for accessing files ranging from research publications to periodicals to maps to commercial advertisements. Internet users can access a number of search engines, such as Yahoo!, Altavista, and Lycos, through browsers (software programs).</p>
Secondary sources/texts	<p>commentaries on primary sources/texts, such as summarization of <i>The Declaration of Independence</i> in a history book, a biography of Benjamin Franklin, or a review of <i>My Brother Sam is Dead</i>.</p>
Semantics	<p>analysis of the meanings of words, phrases, sentences, and whole texts as well as the contexts in which they are presented or received.</p>
Sentence combining	<p>a technique used to enhance the syntactic maturity of a text by combining kernel structures—the simplest statement of ideas—to form more complex structures.</p>
Story grammar	<p>a conceptual framework for understanding the relationships among the elements of a story: setting, initiating event, characters and their goals, a number of attempted solutions, outcomes, internal responses, reactions, and resolution.</p>
Storyboard	<p>a panel on which sketches or cut-out figures are used to show the characters and sequence of events in a story.</p>
Syntax	<p>analysis of the pattern or structure of word order in sentences, clauses, or phrases.</p>

Synthesize	to unite parts into a whole; to conclude; to reason.
Thematic unit	an instructional sequence of literacy activities structured around a central theme.
Think-pair-share	a teaching and learning strategy that invites children to think about a question or issue and then pair with a partner to share ideas before contributing to a whole-class discussion.
Visual aids	representations in forms such as pictures, charts, graphs, photographs, videos, physical demonstrations.
Word bank	a collection of words studied and used by students for comprehending or composing text. These word collections may be stored on a Word Wall or in a learning log or file box.
Writer’s Workshop	a block of classroom time devoted to student planning, drafting, revising, editing, and publishing of student compositions, often involving peer collaboration.
Writing process	the activities that writers engage in to compose a written text: prewriting, drafting, revising, and editing. These activities may also be thought of as characterizing the writer’s perspectives of the text. Although the process is often discussed in terms of the stages of writing, the process itself does not have a preset order or fixed sequence of activities. Rather, writers shift back and forth among these perspectives as they compose, for example, mentally revising their plans before they ever actually write a word of text, or planning new text when they begin to revise. Therefore, the writing process is a unique experience for each individual in each incident of writing.



LITERARY REFERENCES

A popular theory of the 1970s promised that students who read 1,000 books by the time they approached high school graduation would be ready for the intellectual demands of higher education and a life committed to literacy and learning. If that theory is to be believed, one half of those encounters would occur ideally before students enter kindergarten; but, in fact, children all too often do not have the early listening/reading experiences that promote appreciation of and a need for good literature. Therefore, it is both a necessary and sound educational practice to read aloud to students on a daily basis and to continue those read-alouds throughout the grade levels.

This appendix provides references for literature cited in the vignettes and activities prepared for this framework. The literary works named are not intended to suggest a mandated curriculum, but rather to provide a context within which to illustrate implementation of the core curriculum content standards and progress indicators. District educators should base the selection of curriculum materials on the age, grade, interests, and maturity of their students and on local district policies that have been approved by their local board of education.

The literary references offered here present diverse genres and topics appropriate for developing students' proficiency in the standards and cumulative progress indicators. Curriculum should provide that diversity so that students experience the richness of America's noted works, as well as texts historically touted as part of the canon of great literature and writings from around the world that represent distinct and universal contributions to our global literary reserve. To that end, this appendix includes lists of additional authors appropriate for the respective elementary, middle, and secondary levels. Certainly, the lists are not exhaustive. Good curriculum will provide a balance between the near and faraway, the historically treasured and the unfolding trove of meaningful literary experiences.

Elementary

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Other Noted Authors and Illustrators:

Aliki	Edward Gorey	Scott O'Dell
Arnold Adoff	Kenneth Grahame	Peggy Parish
Molly Bang	Kate Greenaway	Daniel Pinkwater
Stephen Vincent Benet	Eloise Greenfield	Beatrix Potter
Marc Brown	Donald Hall	H.A. & Margaret Rey
Jean de Brunhoff	Russell & Lillian Hoban	Alvin Schwartz
Ashley Bryan	Pat Hutchins	Robert Louis Stevenson
Frances Burnett	Robinson Jeffers	James Thurber
Betsy Byers	Crockett Johnson	Tomi Ungerer
Lewis Carroll	Rudyard Kipling	Chris van Allsburg
John Ciardi	Edward Lear	Jean van Leeuwen
Beverly Cleary	Leo Lionni	Judith Viorst
Lucille Clifton	Myra Cohn Livingston	Shigeo Watanabe
Elizabeth Coatsworth	James Marshall	Rosemary Wells
Paula Danziger	Robert McCloskey	Brian Wildsmith
Leo & Diane Dillon	David McCord	Laurence Yep
Walter Farley	A. A. Milne	Jane Yolen
Rachel Field	Robert Munsch	Paul O. Zeninsky
Jean Fritz	Walter Dean Myers	Charlotte Zolotow



Middle

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Other Noted Authors

Louisa May Alcott	Rachel Field	Ogden Nash
Lloyd Alexander	Louise Fitzhugh	Sterling North
Isaac Asimov	Paul Fleischman	Scott O'Dell
James Barrie	Paula Fox	Maxfield Parrish
Dave Barry	Kenneth Grahame	Richard Peck
Nathaniel Benchley	Bette Greene	Robert Newton Peck
Stephen Vincent	Bret Harte	Arthur Rackham
Rosemarie Carr Benet	James Herriot	William Shakespeare
Ray Bradbury	S. E. Hinton	Isaac Bashevis Singer
Carol Ryrie Brink	Langston Hughes	Johanni Spyri
Alice Childress	Washington Irving	Booth Tarkington
John Ciardi	Robinson Jeffers	James Thurber
Vera & Bill Cleaver	Edward Lear	J. R. R. Tolkien
Elizabeth Coatsworth	Madeline L'Engle	P. L. Travers
James & Christopher Collier	Ursula Le Guin	Yoshiko Uchida
Susan Cooper	David McCord	Cynthia Voigt
Daniel Defoe	L.M. Montgomery	Yoko Kawashima Watkins
Michael Dorris	Walter Dean Myers	T.H. White
Arthur Conan Doyle	Lensey Namioka	Paul Zindel



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Other noted writers:			F = Fiction,	D = Drama,	P = Poetry,	N = Nonfiction/Essay
Joseph Addison _____	N	Elizabeth Bishop _____	P	Winston Churchill _____	N	
S.Y. Agnon _____	F	William Blake _____	P	Arthur C. Clarke _____	F	
Ilse Aichinger _____	F	Joan Blos _____	F	Jean Cocteau _____	D	
Edward Albee _____	D	Louise Bogan _____	P	Samuel Taylor Coleridge _____	P	
Isabel Allende _____	F	Heinrich Boll _____	F	James Fenimore Cooper _____	F	
Julia Alvarez _____	P	Robert Bolt _____	D	Stanley Crouch _____	N	
A.R. Ammons _____	P	Arna Bontemps _____	F	Countee Cullen _____	P	
Jerzy Andrzejewski _____	F	Jorge Luis Borges _____	F	e. e. cummings _____	P	
Jean Anouilh _____	D	Gwendolyn Brooks _____	P	J. V. Cunningham _____	P	
Susan B. Anthony _____	N	Rita Mae Brown _____	F	Don DeLillo _____	F	
Matthew Arnold _____	P	Elizabeth Barrett Browning _____	P	Emily Dickinson _____	P	
John Ashberry _____	P	Robert Browning _____	P	Joan Didion _____	N	
Margaret Atwood _____	F	Art Buchwald _____	N	Annie Dillard _____	N	
W.H. Auden _____	P	Pearl Buck _____	F	Isak Dinesen _____	F	
Jane Austen _____	F	John Bunyan _____	F	E.L. Doctorow _____	F	
Miriama Ba _____	F	Lord Byron _____	P F	John Donne _____	P	
Isaac Babel _____	F	Albert Camus _____	F D	Fyodor Dostoyevsky _____	F	
Sir Francis Bacon _____	N	Karl Capek _____	D	Rita Dove _____	P	
James Baldwin _____	F	Truman Capote _____	D	Margaret Drabble _____	F	
Amirai Baraka _____	P N	Hayden Carruth _____	P	W. E. B. Du Bois _____	N	
Julian Barnes _____	F	Rachel Carson _____	N	Alan Dugan _____	P	
Donald Barthelme _____	F	Raymond Carver _____	F	Christopher Durang _____	D	
Samuel Beckett _____	D	Willa Cather _____	F	Bob Dylan _____	P	
Saul Bellow _____	F	Miguel de Cervantes _____	F	Richard Eberhart _____	P	
James Berry _____	F	John Cheever _____	F	Loren Eiseley _____	N	
Ambrose Bierce _____	N	Anton Chekov _____	D	Ralph Ellison _____	F	

Other noted writers:				F = Fiction,	D = Drama,	P = Poetry,	N = Nonfiction/Essay
George Eliot	_____F	Anthony Hecht	_____P	Franz Kafka	_____F		
T. S. Eliot	_____P	Robert A. Heinlein	_____F	John Keats	_____P		
Ralph Waldo Emerson	____N	Joseph Heller	_____F	Weldon Kees	_____P		
Louise Erdrich	_____F	Lillian Helman	_____D	Helen Keller	_____N		
Martin Espada	_____P	O. Henry	_____F	X. J. Kennedy	_____P		
Henry Fielding	_____F	George Herbert	_____P	William Kennedy	_____F		
John Fowles	_____F	John Hersey	_____N	Jamaica Kincaid	_____F		
Benjamin Franklin	_____N	Hermann Hesse	_____F	Martin Luther King, Jr.	____N		
Athol Fugard	_____D	DuBose Heyward	_____D	Maxine Hong Kingston	____F		
Nicholas Gage	_____F	Edward Hoagland	_____N	Galway Kinnell	_____P		
Ernest K. Gaines	_____F	William Hoffman	_____F	Arthur Koestler	_____F		
Mahatma Gandhi	_____N	A. E. Housman	_____P	Arthur Kopit	_____D		
Henry Louis Gates, Jr.	____N	Langston Hughes	_____P	Milan Kundera	_____F		
Andre Gide	_____F	Victor Hugo	_____F	Stanley Kunitz	_____P		
Allen Ginsberg	_____P	Aldous Huxley	_____F	Charles Lamb	_____N		
Jean Giraudoux	_____D	Eugene Ionesco	_____D	Louis L'Amour	_____F		
Louise Gluck	_____P	John Irving	_____F	Philip Larkin	_____P		
Oliver Goldsmith	_____F	Henry James	_____F	Margaret Laurence	_____N		
Ellen Goodman	_____N	Randall Jarrell	_____P	D. H. Lawrence	_____F		
Doris Goodwin	_____N	Robinson Jeffers	_____P	Jerome Lawrence & Robert E. Lee	_____D		
Stephen Jay Gould	_____N	Thomas Jefferson	_____N	Doris Lessing	_____N		
John Gunther	_____N	Sarah Orne Jewett	_____F	Philip Levine	_____P		
John Haines	_____P	James Weldon Johnson	____F	Barry Lopez	_____N		
Alex Haley	_____F	Samuel Johnson	_____N	Federico Garcia Lorca	____P		
Steven Hawking	_____N	June Jordan	_____P	Audrey Lord	_____P		
Robert Hayden	_____P	Carl Jung	_____N				

Other noted writers:				F = Fiction,	D = Drama,	P = Poetry,	N = Nonfiction/Essay
Amy Lowell_____P	Samuel Eliot Morison_____N	Reynolds Price _____F					
Robert Lowell _____P	Lance Morrow_____N	Annie Proulx _____F					
J. Anthony Lukas _____N	John Mortimer_____D	Anna Quinlan _____N					
Archibald MacLeish _____D	Bill Moyers _____N	John Crowe Ransom _____P					
Louis MacNeice _____P	John Muir _____N	Terrence Rattigan _____D					
Norman Mailer _____F	Shiva Naipaul _____N	Ishmael Reed _____P					
Bernard Malamud _____F	Pablo Neruda _____P	Adrienne Rich_____P					
David Mamet _____D	John Nichols _____F	Edward Arlington Robinson P					
William Manchester _____N	Marsha Norman _____D	Richard Rodriguez _____N					
Thomas Mann_____F	Joyce Carol Oates _____F	Theodore Roethke _____P					
Gabriel Garcia Marquez ____F	Sean O'Casey _____D	Eleanor Roosevelt _____N					
Andrew Marvell _____P	Edwin O'Connor_____F	Franklin D. Roosevelt ____N					
Edgar Lee Masters _____P	Flannery O'Connor_____F	Theodore Roosevelt _____N					
Mary McCarthy _____N	Frank O'Connor _____F	Dante Gabriel Rossetti ____P					
Ed McClanahan _____N	Eugene O'Neill _____D	Leo Rosten _____F					
Carson McCullers _____F	John Osborne_____D	Jean-Jacques Rousseau ____N					
Terry McMillan _____F	Cynthia Ozick_____F	Oliver Sacks _____N					
John McPhee _____N	Americo Paredes _____F	Carl Sagan _____N					
William Meredith _____P	Alan Paton _____F	Saki _____F					
James Merrill _____P	Octavio Paz_____N	William Saroyan _____F					
John Milton _____P	Walker Percy _____F	May Sarton _____F					
Moliere_____D	Harold Pinter _____D	Jean-Paul Sartre _____F					
N. Scott Momaday _____N	Luigi Pirandello _____D	Gjertrud Schnackenberg ____P					
Michel de Montaigne_____N	Sylvia Plath _____P	Anne Sexton _____P					
William Least Heat Moon __N	Alexander Pope _____N	Ntozake Shange _____D					
Marianne Moore _____P	Ezra Pound _____P	Karl Shapiro _____P					

Other noted writers:			F = Fiction,	D = Drama,	P = Poetry,	N = Nonfiction/Essay
Robert K. Shaw _____	P	Sara Teasdale _____	P	Rebecca West _____	N	
Mary Shelley _____	F	Alfred Lord Tennyson ____	P	Phillis Wheatley _____	N	
Percy Bysshe Shelley _____	P	Dylan Thomas _____	P	Elie Wiesel _____	F	
Sam Shepard _____	D	Lewis Thomas _____	N	Walter Muir Whitehill _____	N	
William Shirer _____	N	Henry David Thoreau ____	N	Walt Whitman _____	P	
Neil Simon _____	D	Alexis de Tocqueville ____	N	Richard Wilbur _____	P	
Betty Smith _____	F	Anne Tyler _____	F	Oscar Wilde _____	D	
Gary Snyder _____	P	John Updike _____	F	William Carlos Williams ____	P	
Aleksandr Solzhenitsyn ____	F	Paul Verlaine _____	P	August Wilson _____	D	
Edmund Spenser _____	P	Voltaire _____	N	Thomas Wolfe _____	F	
Bruce Springsteen _____	P	Kurt Vonnegut _____	F	Tobias Wolff _____	F	
William Stafford _____	P	Derek Walcott _____	P	Virginia Woolf _____	F N	
Shelby Steele _____	N	Alice Walker _____	F	Charles Wright _____	P	
Wallace Stegner _____	F	Margaret Walker _____	P	Richard Wright _____	F	
Wallace Stevens _____	P	Robert Penn Warren ____	F	Elinor Wylie _____	P	
I. F. Stone _____	N	Wendy Wasserstein _____	D	William Butler Yeats ____	P	
Mark Strand _____	P	Lawrence Wechsler ____	N	Yevgeny Yevtushenko ____	P	
May Swenson _____	P	Orson Welles _____	D	Marguerite Yourcenar ____	N	
John Millington Synge ____	D	Eudora Welty _____	F	Emile Zola _____	F	



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Following is a list of films named in framework vignettes or activities. The specific films named are not intended to suggest a mandated curriculum, but rather to provide a context within which to illustrate implementation of the core curriculum content standards and progress indicators. Ratings are given for those films that were produced after the motion picture industry initiated a rating system. Unrated film references (NR) were not subject to that rating system at the time of production. District educators should base their selection of films on the age, grade, interests, and maturity of their students and on local district policies that have been approved by their local board of education.

Title	Rating	Title	Rating
<i>All the King's Men</i> (1949) Columbia Pictures	NR	<i>Hud</i> (1963) Paramount	NR
<i>America, America</i> (1963) Warner Brothers	NR	<i>Legends from Many Lands</i> (series) New Jersey Network	NR
<i>The American President</i> (1995) Columbia/Castle Rock	PG-13	<i>The Manchurian Candidate</i> (1962) United Artists	NR
<i>The American Story</i> (series) New Jersey Network	NR	<i>Mississippi Masala</i> (1992) SCS/Odyssey	R
<i>Breaking Away</i> (1979) Twentieth Century-Fox	PG	<i>Pocahontas</i> (1995) Walt Disney/Buena Vista	G
<i>The Buffalo Soldiers</i> (1997) Turner Broadcasting System		<i>Bringing the Rain to Kapiti Plain</i> Reading Rainbow (series)	NR
<i>The Civil War</i> (Ken Burns's series) Public Broadcasting System	NR	<i>Fly Away Home</i> Reading Rainbow (series)	NR
<i>Coming to America</i> (1988) UIP/Paramount	R	<i>The Red Balloon</i> (1956) Brandon Films	NR
<i>Death of a Salesman</i> (1951) Columbia	NR	<i>The Scarlet Letter</i> (1926) MGM	NR
<i>A Distant Thunder</i> (1973) Balaka	NR	(1934) Darmour/Majestic	NR
<i>El Norte</i> (1983) Fox Video	R	(1995) Entertainment	R
<i>Excaliber</i> (1981) Warner Brothers/Orion	PG	<i>A Streetcar Named Desire</i> (1951) Warner Brothers	NR
<i>Hester Street</i> (1975) Midwest Film Productions	NR	<i>The Sword in the Stone</i> (1963) Walt Disney Productions	NR
<i>Hopalong Cassidy</i> (series) Buena Vista Home Video	NR	<i>The Unforgiven</i> (1960) United Artists	NR
		(1992) Warner Brothers	R
		<i>The Yearling</i> (1946) Metro-Goldwyn Mayer	NR



VIDEOGRAPHY FOR VIGNETTES

A number of the vignettes afford opportunities for extension activities that would address the viewing standard and progress indicators. References for related films, including film titles, ratings, and distributors, follow:

Vignette	Level	Title	Rating	Distributor
Fables	Upper elementary	Bambi	G	Disney
		The Lion King	G	Disney
		Pinocchio	G	Disney
		The Beauty and the Beast	G	Disney
		The Beauty and the Beast*	G	Sultan Entertainment

Comment: *This extraordinarily beautiful and imaginative black and white French film is suitable for sophisticated children with the reading skills necessary for the reading of subtitles. Jean Cocteau's narrative, however, is sufficiently strong so as to speak through the force of its images.

Experiments with Air	Primary	Around the World in 80 Days	G	Warner
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Comment: This classic adventure film, based on the Jules Verne story, explores the possibility of transglobal flight via hot air balloon in the 19th century. It is probably best viewed in segments, rather than in its expansive entirety.

Dinosaur Stories	Primary	Fantasia	G	Disney
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Comment: The Igor Stravinsky "Rite of Spring" inspired episode of the creation of the Earth skillfully uses dinosaurs as main characters.

Endangered Animals	Upper elementary	Free Willy	G	
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Comment: A modern-day fable about endangered species, this film poignantly explores the emotional connection between children and nature, in this case, an endearingly humanized whale.

Comic Strip Creation	Middle	Batman	PG13	Warner
		Superman II	PG	Warner

Comment: Each of these live action feature films, inspired by Classic comic book heroes, is the best in its respective film series and an outstanding example of the power of graphic novels when well executed on screen.

Focus on Character	Middle	Little Women	PG	Columbia
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Comment: Louisa May Alcott's classic Civil War era novel is brilliantly rendered for the modern sensibility, both adult and young, by Australian director, Gillian Armstrong. Winona Rider's eloquent performance speaks to the universal truths of growing up female in America.

Prereading/Social StudiesMiddle	A Man for All Seasons	G	Columbia
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Comment: Robert Bolt's play about the primacy of the individual conscience and the cost of standing up for what one believes is right is brought to life by Paul Scofield's triumphant performance of 16th-century intellectual Thomas More. Ideas come alive in this extraordinary film.

Writing a Research Paper Secondary	Glory	R*	Columbia
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Comment: *Earning its rating for depiction of Civil War violence, this celebration of the heretofore ignored sacrifice of the African-American soldiers achieves an overwhelming emotional impact through the forceful performances of Denzel Washington and Morgan Freeman and the soaring score of *Titanic* composer, James Horner.

Hero's Quest	Secondary	Ulysses	NR	Warner
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Comment: A classic celebration of the archetypal hero and forerunner of Indiana Jones and Luke Skywalker, this film stars a youthful Kirk Douglas, battling sirens and monsters enroute to home and family. A recent telefilm, *The Odyssey* with Armand Assante, is also available.

Pen Pals	Secondary	84 Charing Cross Road	G	Columbia
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Comment: Based on a true story, this film celebrates the 20-year correspondence of a New York woman and a London man. The emotional power of the word enables the letter writing to blossom into a deep human relationship.

Literary/ Multiple Perspectives	Secondary	Rashomon	NR	Voyager
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Comment: The classic film tale of the relativity of truth, a story that changes with each teller of the tales, this Akira Kurosawa directed Japanese classic laid the groundwork for her reputation as one of world cinema's greatest directors.

Persuasive Speaking and Writing	Secondary	Twelve Angry Men (1957) Twelve Angry Men (1997)	NR NR	MGM Showtime
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Comment: The power of one principled man to persuade his peers through eloquence, sympathy, and the force of logic is nowhere better illustrated than in the two film versions of Reginald Rose's landmark screenplay. The more recent one features a multicultural cast.

Study of Literature	Secondary	Gallipoli	PG	Paramount
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Comment: A relatively obscure episode in World War I is brought to stunning life by Mel Gibson and his peers in this fact-based film set in Australia, Egypt, and Turkey.

Interviews	Secondary	Reds*	PG	Paramount
		A Soldier's Story**	PG	Columbia

Comment: *Warren Beatty's epic retelling of the life of American Socialist John Reed incorporates the testimony of various eyewitnesses into the seamless narrative.

**Adapted by the author from his prize-winning play, this forceful piece of theater is successfully translated to the screen using the same interviewing techniques that made the stage work so engrossing and effective. An African American military lawyer investigates the death of an unpopular sergeant in the segregated U.S. Army during World War II.

VIDEO RESOURCES

Video Hound's Golden Movie Retriever, published annually by Visible Ink Press in Detroit, Michigan, contains reviews of over 20,000 films with indices grouped according to category/subject matter (including children's films), stars, and directors. This enormous volume also contains valuable distribution information about videotapes.

The Laser Disc Newsletter, published monthly at P.O. Box 420, East Rockaway, NY 11518-0420, contains perceptive reviews of the latest titles, as well as classic offerings, on both the laser disc and DVD formats.

The Laser Disc Video Disc Companion by Douglass Pratt, published by New York Zoetrope, 838 Broadway, New York, NY 10003, contains reviews, appendices, and bibliographies relevant to thousands of laser disc titles.

Ken Crane's LaserDisc/DVD
15251 Beach Boulevard
Westminster, CA 92683
1-800-624-3078
1-714-892-8369 (FAX)

This mail-order company is the country's largest distributor of the laser disc and DVD formats.

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RESOURCES: Research, Theory, and Practice

Following are lists of references that educators may find useful for developing curriculum, instruction, assessment, and professional preservice and inservice activities. Although the lists are long, they are not meant to be exhaustive; they are intended merely to illustrate the scope of current (and seminal) research and resources available for teachers, administrators, and others. The references are organized according to the following categories and sequence:

Theories of Knowing
 Perspectives on Cognition and Language
 Perspectives on Environments for Literacy
 Integrating the Language Arts
 Reading
 Speaking and Listening
 Viewing
 Writing
 Assessment
 Exceptionally Able Learners
 Learning Disabilities
 Limited English Proficiency
 Multicultural Learning and Teaching

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Multicultural Learning and Teaching

The following selected references include anthologies and teaching materials. This list does not include picture books, novels, or other single works of literature. Libraries and local bookstores have recently increased their collections of multicultural books and are a good source for individual texts.

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ON-LINE RESOURCES

This section provides website addresses for organizations, resources, and services available to educators and their students. Since websites are notoriously transient, this list is likely to become quickly dated. However, it is included in this document to illustrate the wide range of information and support that teachers can draw on for curriculum and professional development.

The International Society for Technology in Education (ISTE)

e-mail: iste@oregon.uoregon.edu.

1787 Agate Street; Eugene, OR 97403-1923; phone: 503-346-4414

African Art: Aesthetics and Meaning

<http://www.lib.virginia.edu/dic/exhib/93.ray.aa//African>

This site presents an exhibit of masks, headdresses, and wood carvings.

Afro-America's Black History Museum

<http://www.afroam.org/history/history.html>

This site contains stories and links to sites related to Black history.

American History Archive Project

<http://www.ilt.columbia.edu/k12/history/>

This website offers authentic sources of information about the Revolutionary and Civil Wars.

American Memory (Library of Congress)

<http://rs6.loc.gov/amhome.html>

This site includes an extensive collection of authentic resources and other information for teachers and students.

American Studies Web

<http://www.georgetown.edu/crossroads/asw/>

This site provides links to social sciences servers from the WWW Virtual Library Links to learning and information facilities on the Internet.

Appalachian Trail in New Jersey

<http://member.aol.com/visitnj/index.html>

ArtsEdge—Linking the arts and education through technology

<http://artsedge.kennedy-center.org/>

This website provides links to resources for arts artsedge.html educators.

ASCD

<http://www.ascd.org/>

The Association for Supervision and Curriculum Development offers links to many resources.

Assistive Technology Online

<http://www.asel.udel.edu/at-online/assistive.html>

This site provides special education teachers with an on-line resource that includes links to many other sites.

Black History Hotlist (The Franklin Institute Science Museum)

<http://sln.fi.edu/tfi/hotlists/blackhistory.html>

This website contains a list of links to sites related to the study of Black history. Over 25 other “hotlists” are available at:

<http://sln.fi.edu/tfi/hottopics>

The BookWire Reading Room

<http://www.bookwire.com/links/readingroom/readingroom.html>

This site contains electronic books and information about authors and book awards for older students and teachers.

Children’s Literature Web Guide

<http://www.ucalgary.ca/-dkbrown/index.html>

This website contains links to authors, awards, and other literature sites.

China home page

<http://www.edu.cn/>

This site provides information about China and each province.

Citing Internet resources

<http://www.classroom.net/classroom/CitingNetResources.html>

This website provides formats for citing sound, video, graphics, and other texts from the WWW.

City.Net

<http://www.city.net>

This site links to cities around the world and provides users with world language options.

The American Civil War

<http://homepages.dsu.edu/jankej/civilwar/civilwar.htm>

This website is an archive of information about the Civil War.

Classroom Connect

<http://www.classroom.net>

This site provides information about the Internet and Internet services available to teachers.

Copyright and Fair Use Site

<http://fairuse.stanford.edu/>

This website provides information and links to copyright and fair use resources.

DREAMMS for Kids, Inc. Assistive Technology Solutions

<http://www.dreamms.org/>

This website is a resources for teachers and others who work with special needs students.

Electronic Elementary Magazine—The E-Link

<http://www.inform.umd.edu/mdk-12/homepers/emag/>

This magazine, which features stories, photographs, and artwork from around the world, accepts student work for publication.

Electronic embassies

<http://www.embassy.org/embassies/eep-1000.html>

This site lists embassies around the world.

ERIC—Educational Resources Information Center

<http://ericir.syr.edu>

This site offers numerous educational resources, including a Virtual Library with lesson plans.

Famous Birthdays

<http://www.famousbirthdays.com>

This site lists the birth dates of famous people.

Film and video resources on the Net

<http://http2.sils.umich.edu/Public/fvl/film.html>

This website provides film clips, reviews, and links to other sites.

GIS (Geographic Information System)

<http://info.er.usgs.gov/research/gis/title.html>

This government site offers an introduction to a computer system capable of assembling, storing, manipulating, and displaying reference information geographically.

The Geographic Learning Site (GLS)

http://www.state.gov/www/regions_digital.html

The GLS is designed to assist educators in teaching of geography and foreign affairs in grades K-12.

Global SchoolNet Foundation Homepage

<http://gsn.org>

This site is a source for curriculum projects and and newsgroups on the Internet and offers ideas for integrating use of the Internet in the classroom.

Going to School on the Internet

<http://sunsite.unc.edu/cisco/Going-2-School.html>

This website offers suggestions, training, and funding information for elementary and secondary teachers who want to use the Internet in their classrooms.

Hands-On Children's Museum

<http://www.wln.com/~deltapac/hocm.html>

This site is an interactive science, art, and adventure museum for children in the elementary school.

History/Social Studies Website for K–12 Teachers

<http://execpc.com/~dboals/boals.html>

This website provides elementary and secondary teachers with help in locating and using Internet resources.

Holocaust index

<http://www.cs.washington.edu/homes/tdnguyen/Holocaust.html>

This site provides links to Holocaust information.

Hotlinks

<http://www.naa.org/hotlinks>

This site, which is maintained by the Newspaper Association of America, offers links to newspapers and other media organizations on the web.

ICONnect

<http://www.ala.org/ICONN/>

This website provides links to Internet resources identified by the American Association of School Librarians as helpful to teachers, library media specialists, and students.

International Kids' Space

<http://www.kids-space.org/>

This site is dedicated to early childhood educators and their students.

IRA: International Reading Association

<http://www.ira.org>

This site provides information regarding the IRA's convention and conferences, research, and publications.

IRA: Reading Online

<http://www.readingonline.org/>

This electronic journal of the IRA includes sections on critical issues in literacy, developments in literacy, and the electronic classroom.

Internet Public Library

<http://www.ipl.org/>

This site provides the services of a public library as well as on-line options.

Japanese "Yahoo"

<http://www.csj.co.jp/>

This site provides information about Japan. Select *English*, then *classified WWW servers in Japan*, then choose from a list of topics.

KidNews

<http://www.vsa.cape.com/~powens/>

A news service for kindergarten through 12th-grade Kidnews.html students and teachers, this site accepts stories from anyone and allows schools to use materials from the service.

KID PUB

<http://www.kidpub.org/kidpub/>

This site publishes student writing from around the world.

Kidopedia

<http://www.kidlib.org/kidopedia/>

This website offers kids the opportunity to write their own encyclopedia, for kids by kids. For example, they can define words or objects in their world.

Latest news

<http://pathfinder.com/News/>

This sites provides the latest news.

Librarian's Information Network for Essential Curriculum

<http://www.bcpl.lib.md.us/centers/education/LibraryWeb/index.html>

This site provides links to on-line reference libraries and lists of recommended books.

MidLink Electronic Magazine for Kids in the Middle Grades

<http://longwood.cs.ucf.edu/~MidLink/>

This site offers projects for the classroom and a place for publishing student work.

MLA on the Web Modern Language Association of America

<http://www.mla.org>

This site provides information regarding MLA's convention, publications, and awards.

Monticello

<http://www.monticello.org/>

This site provides information about the life and times of Thomas Jefferson.

NASA Spacelink

<http://spacelink.msfc.nasa.gov>

This site offers information about space travel and experiments.

NCTE: National Council of Teachers of English

<http://www.ncte.org/>

This site offers news about NCTE, its convention, and conferences as well as research, publications, and teaching ideas regarding composition, critical thinking, literature, reading, writing, and assessment.

NCTE Assembly on Computers in English

<http://www.dsu.edu/ACE/>

NCTE-TALK

e-mail: listproc@itc.org

This site provides a discussion group for English teachers.

National Endowment for the Humanities

<http://www.neh.fed.us/html/seminar1.html>

This site identifies summer seminars and institutes at academic sites in the United States and abroad. Application is required.

National Women's History Project

<http://www.nwhp.org>

NJ NIE Project

<http://njnie.dl.stevens-tech.edu>

This site links curriculum modules, training materials, and Internet sites.

Oh Canada

<http://www.macabees.ab.ca/canada/>

This site provides extensive resources on such topics as Canadian life and history.

Online art references

<http://www.art.net./Links/artref.html>

This website includes many references for art educators.

On-line Books Page

<http://www.cs.cmu.edu/Web/books.html>

This site offers links to thousands of on-line books and other resources for secondary students.

Paris pages

<http://www.paris.org/>

This website provides information on points of interest.

PBS ONLINE—Teacher Connex

<http://www.pbs.org/tconnex>

This website provides information about PBS programming and offers ideas about use within the K–12 curriculum, additional teacher resources, and details about off-air recording rights.

Rainforest Action Network

<http://www.ran.org/ran>

SERI: Special Education Resources on the Internet
<http://www.hood.edu/seri/serihome.htm>

Slate Online magazine
<http://www.slate.com/>
 This site is an on-line magazine. (Subscription fee required)

Slave narratives
<http://vi.uh.edu/pages/mintz/primary.htm>
 This site offers primary resource materials.

The Smithsonian Homepage
<http://www.si.edu>

Special education web resource page
<http://curry.edschool.virginia.edu/go/specialed/>

Stories from Australia
<http://www.peg.apc.org/~balson/story/>
 This site offers rich literature connections. jump.html.

The Storytelling Ring
<http://www.tiac.net/users/papajoe/ring.htm>
 This website provides links to a wide range of storytelling sites.

TESOL Online: Teachers of English to Speakers of Other Languages
<http://www.tesol.edu>
 This home page offers access to information about TESOL, its conventions, publications, and programs.
 e-mail: tesol@teson.edu

Teaching diversity resources
<http://www.cob.ohio-state.edu/~diversity/>
 This website offers links to sites that target teaching diversity in schools.

The Technology Coordinator's Home Page
<http://www.wvu.edu/~kenr/TCsite/home.html>
 This site offers links to information on networking, management, and support of educational technology.

U.S. Department of Education Home Page
<http://www.ed.gov>
 This website provides links to many government sources of information for educators.

Web66: A K-12 World Wide Web Project**<http://web66.coled.umn.edu/>**

This website helps K-12 educators access on-line resources.

WebMuseum**<http://www.oir.ucf.edu/wm/>**

This site is an on-line museum with links to other museums.

The Well-Connected Educator COSN Forum**<http://www.gsh.org/wce/cCoSNforum.htm>**

This Global Schoolhouse website provides a forum for teachers interested in the use of educational technology.

The White House Homepage**<http://www.whitehouse.gov>****The Whole Language Umbrella****<http://www.edu.yorku.ca/~wlu/>**

This website provides fact sheets on whole language, membership information, conference announcements, and other information regarding this confederation of whole language support groups and individuals.

